

BIMONTHLY NEWSLETTER

J. ADDISON CONNECT



IMPORTANT DATES FOR May & June

- May 15 - Canada's Wonderland Trip
- May 18 - Victoria Day (School is closed)
- May 20 - Science Fair
- May 29 - High School Graduation Ceremony
- Jun 2 - Elementary School Graduation Ceremony
- Jun 5 - High School Prom
- Jun 11-12 & 15-16 - High School Final Exams
- Jun 17 - Last Day of School & High School Exam Review
- Jun 18 - Dorm Move Out Day & PA Day

Whether the parents joined us on-campus or connected via our virtual platform, their engagement provides the foundation for our students' academic journey. We understand that our community spans the globe; to ensure every voice was heard, we deployed 18 dedicated staff translators, ensuring that language was never a barrier to meaningful dialogue.

Day School

Parent-Teacher Interviews

April 24, 2026

During the day of Parent-Teacher Interviews, our campus buzzed with a shared purpose: the success and well-being of our students. The day was a resounding success. By facilitating over 50 individual meetings with more than 30 families, we have further strengthened the vital bridge between home and school.

This event would not have been possible without the tireless dedication of our faculty and the poise of our Student Ambassadors, who greeted the guests with exceptional communication skills. We extend our deepest gratitude to everyone involved. These conversations are more than just progress reports. They are a testament to our collective commitment to nurturing the next generation of global citizens. We look forward to continuing this momentum throughout the remainder of the term.



Vaisakhi Celebration Exhibition & Interactive Station
Harkiran B. (Grade 12 - Canada)

April 14, 2026

On Tuesday, April 14th, 2026, the Student Council hosted a vibrant Vaisakhi Celebration Exhibition at J. Addison School. During the event, I had the wonderful opportunity to engage with my peers through interactive food and beverage stations while sharing elements of my cultural heritage. I showcased traditional attire, including a lengha, and served cultural foods such as samosas. In addition, I had the chance to educate others about the Sikh faith and the significance of Vaisakhi.



Overall, this experience allowed me to deepen my connection to my Sikh identity while contributing to an inclusive and celebratory environment. It was truly rewarding to see the school community come together in such a joyful and meaningful way, making the day memorable for everyone involved.

Rotary Youth Leadership Symposium (RYLS) Camping 2026
Angela S. (Grade 11 - Canada)

April 9-12, 2026

My time at the Rotary Youth Leadership Symposium Camp was an unforgettable experience that took place from Thursday April 9th, 2026 to Sunday April 12th, 2026. From the moment I arrived at Ganaraska Forest Centre, I had the chance to meet so many new people, and over time, those connections turned into meaningful friendships that I will always cherish. Everyone was welcoming, which made it easy to feel comfortable and be myself.



I really enjoyed all the activities we did. Each one was fun, engaging, and gave me the opportunity to try new things and step outside of my comfort zone. Through these experiences, I also learned a lot about leadership. I became more confident in taking initiative, working with others, and helping guide my peers when needed.



Another highlight of camp was the food. I genuinely loved the meals. They were delicious and something I looked forward to every day. It made the whole experience even more enjoyable.

What made the camp truly special was how kind and friendly everyone was. The positive atmosphere made it easy to have a great time and create lasting memories. Overall, the camp helped me grow as a person, build strong friendships, and develop important leadership skills.

Persian New Year Celebration
Lilian N. (Grade 10 - Canada)

March 20, 2026

On March 20, 2026, I had the esteemed pleasure of celebrating Nowruz with my friends at J. Addison School. Nowruz is a Persian holiday that marks new beginnings. As someone with Iranian heritage, I had the opportunity to create a Haft-Seen table, featuring items such as sabzeh (sprouts), saman (wheat pudding), seer (garlic), and seeb (apple).



I truly enjoyed sharing my culture and seeing others feel curious and engaged with the Haft-Seen table. Celebrations like this at J. Addison School help bring our school community closer together.



Easter Cookie Decorating Workshop
Cristiano S. (Grade 10 - Trinidad & Tobago)

April 1, 2026

The Student Council Easter Cookie Craft, held on Wednesday, April 1st, 2026, was an enjoyable and engaging experience. Students had the opportunity to decorate cookies using a variety of toppings, while also making and enjoying different milkshakes.

At my table, we created Easter-themed designs such as bunnies and eggs using frosting, sprinkles, and marshmallows—all of which tasted great in the end. Overall, the event was thoughtfully planned and provided a fun and festive atmosphere for both students and staff.



St. Patrick's Day Celebration
Sienna P. T. (Grade 12 - Canada)

March 13, 2026

To celebrate St. Patrick's Day, we held a dress-down day on Friday March 13th, 2026, where everyone came to school wearing green. Mr. Brendan added to the festive spirit by visiting classrooms dressed as a giant leprechaun and taking photos with students along the way.

During lunch, the Student Council hosted a bake sale featuring a variety of homemade treats, including brownies, cookies, and Rice Krispies squares. I contributed by making brownies and was glad to play a part in making this year's St. Patrick's bake sale a success.



Elementary
Discovering Music Through Ukulele

April 1, 2026

In our elementary music program, students have embarked on an exciting journey of learning the ukulele from the ground up. Guided by Mr. Frankie, they explored fundamental techniques, including basic chords and strumming patterns, while gradually building their confidence as young musicians.

As their confidence grew, students were able to play along to a variety of songs, creating a lively and engaging classroom atmosphere. The lessons not only fostered musical ability but also encouraged listening skills, coordination, and creativity. The ukulele program provides a fun and meaningful way for students to express themselves while building a strong foundation in music appreciation.

Elementary
STEM Doodle Robots

March 10, 2026



In an exciting blend of science and creativity, students stepped into the role of young engineers by designing and building their own Doodle Robots. This interactive STEM activity introduced foundational concepts such as simple circuits, vibration, and energy transfer.

Using small motors, batteries, and offset weights, students discovered how electrical energy can be transformed into movement. Once the markers were attached as "legs" the robots "danced" across large sheets of paper, creating one-of-a-kind abstract art through technology. The result was a series of dynamic and abstract artworks created through motion and experimentation.



Biology DNA Building Activity

April 10, 2026

Students were hands-on with DNA replication and protein synthesis models, turning complex molecular processes into tangible, colourful creations. The setting included educational posters on the wall (mitosis, meiosis, cell basics) indicating a science-focused environment.

We were proud that the students dived deep into the mechanics of genetics, collaborating, and making science come alive. They did a great job fostering curiosity and teamwork in the lab. They are getting a solid, interactive grasp of biology fundamentals that will stick with them long after the class ends.

“Focus For Success™” Program: Enriching Learning Beyond the Classroom

April, 2026

The “Focus for Success™” (FFS) Program is designed to complement the traditional academic curriculum by offering students a diverse range of opportunities that support both their academic growth and personal development. This term, the program has been especially dynamic and engaging, allowing students to explore their interests through a variety of thoughtfully curated sessions. Whether in the arts, athletics, or academic support, students are encouraged to discover new passions while building confidence and creativity in a supportive environment.

Among the highlights, the Arm Knitting Class, led by Ms. Diana, has been a favourite for many students. With patience and enthusiasm, Ms. Diana guided students in learning how to create scarves using their arms instead of traditional knitting needles—an innovative approach that combined creativity with hands-on skill development. Similarly, the Ceramic Craft Class, under the guidance of Ms. Bitu, provided students with the opportunity to shape and design their own pieces, fostering artistic expression while enjoying a collaborative and inspiring classroom atmosphere. On the athletic side, Mr. Amr’s Intramural Badminton continued to be a popular and energetic option, promoting physical fitness, teamwork, and sportsmanship among participants.

In addition to enrichment activities, the FFS program also provides essential academic support sessions. Students who require additional guidance are able to use this dedicated time to seek help from teachers, review challenging concepts, and strengthen their understanding of course material. This targeted support plays a key role in improving academic performance and building independent learning habits.



Elementary Papier-Mâché Hot Air Balloons

March 2-4, 2026

Students recently explored the world of three-dimensional art through the creation of papier-mâché hot air balloons. This hands-on project encouraged patience, creativity, and attention to detail as students carefully layered strips of recycled paper using a flour-and-water mixture to form strong, hollow shapes.

Once dried, each balloon became a personal work of art. Students decorated their creations with bright colours, imaginative patterns, and thoughtfully designed baskets, transforming the classroom into a vibrant display of creativity. This activity not only strengthened artistic skills but also introduced students to sustainable practices by using recyclable materials.

Through this experience, students developed perseverance and creative confidence while bringing their unique ideas to life in a visually engaging and meaningful way.



ICEF Toronto - Familiarization Tour

April 29, 2026

We were delighted to host our FAM Tour and Professional Development event for educational agents from various countries, including Bangladesh, India, Mexico, Spain and Vietnam, during ICEF Toronto. The event provided a valuable opportunity for our guests to experience the vibrant learning environment at our school firsthand. Through a guided campus tour, agents gained meaningful insight into our academic programs, student life, and comprehensive support systems that contribute to student success.

Guests also engaged in informative discussions with our staff, learning more about our unique educational approach and the personalized guidance we provide to each student. The event fostered meaningful connections and opened the door to new collaborations that will further strengthen our global partnerships.

We extend our sincere appreciation to all attending agents for their enthusiasm and engagement, as well as to our dedicated staff for their efforts in making the day a success. We look forward to building on these relationships and continuing to create valuable opportunities for students worldwide.

From Colour Theory to Cultural Expression: A Month in Visual Arts

Ms. Lesa (Art Teacher - High School)

March, 2026

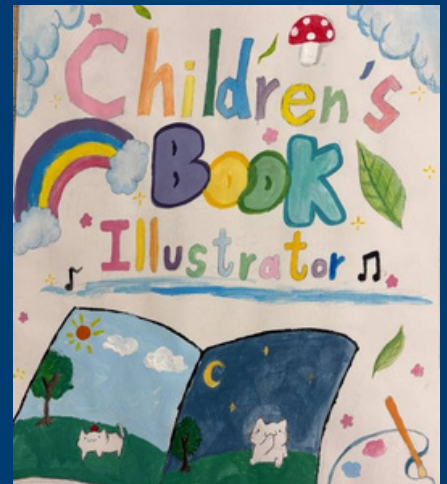
This March, Visual Arts students have been busy learning about making art, the different materials they can use, and how art can transfer to other subjects in high school.

Exploring Techniques and Building Artistic Foundations

Grades 9 & 10 students learned how to do hand lettering, researched and created a poster about a career in the arts, and completed a monochrome painting as part of their colour theory lessons. Meanwhile, Grades 11 & 12 students painted conceptual self-portraits, carved plaster sculptures, and chose a type of weaving, ranging from baskets to dreamcatchers. For the monochrome painting assignment, Grades 9 & 10 students chose one colour and created tones, tints, and shades by mixing different amounts of black, white, and grey with the colour. Students applied the paint in five to six steps, with the darkest tones (shades) at the bottom of the page, gradually working toward the top with the lightest tones (tints). By planning and applying the paint in this way, they created depth in the painting, achieving a three-dimensional effect in a two-dimensional space. This is a technique often used by painters, particularly in landscape painting.

Discovering Careers in the Arts

Students in Grades 9 & 10 also researched careers in the arts in March. They were given a worksheet and links to find answers to questions such as what tools are used in the career, whether the work is done independently or as part of a team, and what college or university programs are required. Students created a poster about their chosen career, illustrating what it looks like. They also applied their hand lettering skills by presenting the career title.



Creative Expression Through Culture and Concept

Grades 11 & 12 students worked on conceptual self-portraits, plaster sculptures, and their choice of weaving. Most students chose to weave dreamcatchers, while one student chose basket weaving. Students who selected dreamcatchers learned about their origins and the Ojibwe and Cree peoples of North America. Dreamcatchers are traditionally hung over windows or children's beds. Students worked with leather, sinew, and a metal hoop to create the web, which is believed to catch good dreams while allowing bad dreams to pass through the centre. Dreamcatchers are decorated with beads and feathers that act as a filter for dreams. Over several days, another student created a unique flat-bottomed basket with handles. It was made using long lengths of reed, without knots or glue to hold it together. The tension and structure of the reed hold the entire piece together. Students were also asked to create a conceptual self-portrait based on their lives rather than physical likeness. This approach reflects the practices of Surrealists in France in the late 1910s and early 1920s. Students applied this concept to their own lives, resulting in paintings as unique as the individuals who created them.

We hope you enjoy viewing the artwork of our students displayed in the gallery hallways on the second floor and in the Visual Arts classroom. We are always busy and sometimes messy. As you will discover, art-making is not just about painting.

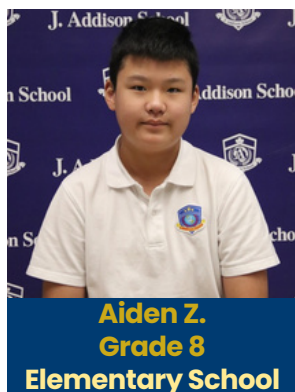
Students of the Month (MARCH)



March's virtue is Perseverance with the following traits:

- I will work hard towards goals
- I will overcome obstacles
- I will not give up easily
- I will be resourceful in reaching a goal

Students of the Month (APRIL)



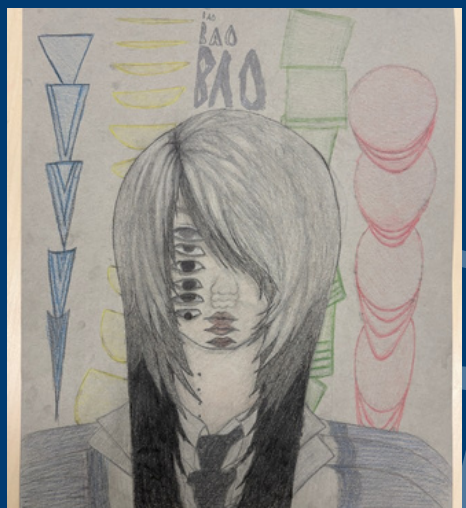
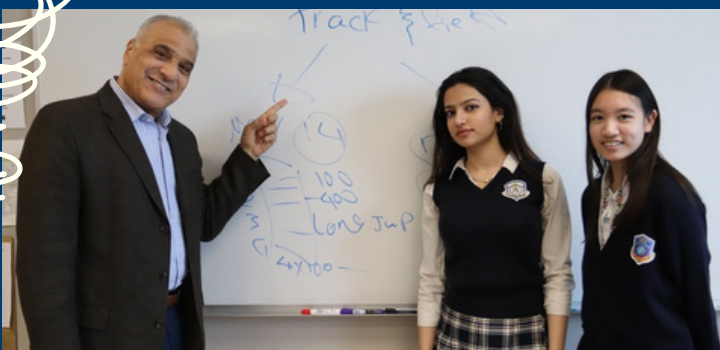
April's virtue is Respect with the following traits:

- I will care about others' feelings
- I will be courteous and polite
- I will honour roles of authority

Character Education Virtue:
PERSEVERANCE

Character Education Virtue:
RESPECT

Fun Times





TORONTO EXPLORATION BOARDING CAMP



- 🍁 3 Weeks of Learning and Discovery
- 🍁 Ages 11 – 16; starting July 13, 2026
- 🍁 Sightseeing tours across the Greater Toronto Area
- 🍁 Onsite cafeteria inside the main school building
- 🍁 24/7 security systems & onsite dorm supervision



SUMMER FUSION DAY CAMP HIGH SCHOOL CREDIT COURSES



- Ages 8 - 13, 9:00 am to 4:00 pm (Extended Care available).
- Learn the skills of various sports including soccer, volleyball, floor hockey, badminton, basketball and more.
- Enjoy half-day activities such as Science Experiments, Arts and Crafts

From July 6th to August 14th



IMPORTANT

Summer High School Credit Courses are now open for registration. Scan the QR code to apply now!

APPLY NOW



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